

**Summer School Module Proposal Form (MPF)**

All sections must be completed in full based on the below guidance. Module proposals should be submitted to DGLS, who will arrange for the consideration of the proposal at Taught Programmes Board before approval is confirmed directly with the Summer School office.

* Sections 1 to 4 of the proposal must be completed in full.
* Module Specification must be completed in full.

If you wish to change the title of a module, please use the Module Amendment form.

Supplementary guidance to support completion of this form can be found on the [DGLS website](https://www.qmul.ac.uk/governance-and-legal-services/quality-assurance/academic-development/module-development/).

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| 1. **Summary information**
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| **Proposed Module title** |  |
| **Proposed Module code(s)** |  |
| **Proposed session** | Choose an item. |  |  |
| **Academic level** | Choose an item. |
| **Credit value** | Choose an item. |
| **Proposed HECoS Code** | Choose an item. |
| **Responsible School/Institute** | Choose an item. |
| **Teaching Apportionment** where more than one School/Institute will be involved in teaching the module, please indicate the teaching apportionment: |
| **School/Institute** | **% of total teaching to be delivered** |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| **Subject Exam Board** |
| **Responsible School/Institute** | Choose an item. |
| **Subject Exam Board responsible for the module** |  |
| **Anticipated Student Numbers** (provide 3 academic years from the proposed start) |
| **Year of Registration** | **Anticipated Numbers** | **Maximum Numbers** | **Minimum Numbers** |
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| 1. **Module Rationale**

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or elective module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear. |
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| 1. **Accessibility and inclusivity**

Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:* Are the learning outcomes for the module clear?
* How is the teaching for the module delivered? Will lectures be made available on Q-Review?
* Is the reading list available on QMPlus and have you checked that all materials are available
* electronically?
* Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?
* How any/all reasonable adjustments are addressed, if needed, to ensure the module is accessible to all?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's [website](https://www.qmul.ac.uk/disability-and-dyslexia-service/inclusive-practice/). |
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| 1. **Module resources**

Please describe the arrangements which ensure the module will be adequately resourced, both physical and staff resource, and highlight any areas where additional resource will be required.Please list any academic staff that are not employed or managed by QM that will be involved in the teaching or assessment of the module and state the proportion of non-QM staff involved. |
| **By School / Institute responsible for module:** |  |

**Approval of New Module Proposal**

New module proposals are to be confirmed by the Head(s) of School/Institute before being submitted to DGLS.

The signature(s) of the Head(s) of School / Institute will be taken as confirmation that the School or

Institute can provide the required resources, both internal and elsewhere (for example: staffing, space, library and IT), and support the student experience overall.

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| **School/Institute approval** |
| **Head(s) of School/Institute:**  | **Head(s) of supporting School/Institute:** |
| **Head(s) of supporting School/Institute:** | **Head(s) of supporting School/Institute:** |

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| **This section is for the use of the Directorate of Governance and Legal Services (DGLS) only** |
| **Process checklist:** | [ ] Fully completed and signed Module Proposal form received[ ] Fully completed Module Specification received[ ] Logged with Academic Model team for module creation[ ] Confirmation of approval returned to School/Institute |
| **Part 2 process completion:** | Click or tap to enter a date. |
| **Notes:** |  |



**Summer School Module Specification**

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| **Module information** |
| **Module title** |  |
| **Module code(s)** |  |
| **Academic level** | Choose an item. |
| **Credit value** | Choose an item. |
| **Mode of delivery** | Choose an item. |
| **Session** | Choose an item. |
| **Responsible School/Institute** | Choose an item. |
| **Module organiser** |  |

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| **Pre-requisite knowledge**Please explain any pre-requisite knowledge that students may need to undertake the module. |
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| **Content description**Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words). |
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| **Module aims**Please specify the aims of the module, i.e. the broad educational purposes for offering this module. |
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| **Learning outcomes**Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2024).](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks) The [SEEC Credit Level Descriptors for Further and Higher Education 2021](https://seec.org.uk/wp-content/uploads/2021/05/MDX_SEEC-Descriptors_Update-May-2021_Version-2_For-screen_AW13885.pdf) and [Queen Mary Academy curriculum design resources](https://www.qmul.ac.uk/queenmaryacademy/educators/resources/curriculum-design/intended-learning-outcomes/) should also be used as a guiding framework for curriculum design. |
| **Academic Content:** |
| **A1** |  |
| **A2** |  |
| **A3** |  |
| **Disciplinary Skills - able to:** |
| **B1** |  |
| **B2** |  |
| **B3** |  |
| **Attributes:** |
| **C1** |  |
| **C2** |  |
| **C3** |  |

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| **Teaching and Learning Profile**Please provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing. |
| **Activity type** | **Time spent (in hours)** |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| **Total** |  |
| Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit is 10. A 15-credit module therefore represents 150 notional study hours.Use the information provided in the boxes below to specify the total time spent and the percentage time spent in each category of teaching and learning activity |
| **Activity type** | **Total time spent (in hours)** | **Percentage of time spent** |
| Scheduled learning and teaching |  |  |
| Work-based learning |  |  |
| Independent study |  |  |
| **Total** |  |  |

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| **Assessment Profile**Please provide details of the assessment methods used to assess the achievement of learning outcomes. |
| **Sequence** | **Assessment description** | **Assessment type** | **Duration / Length** | **% Weighting** | **Final element of assessment\*** | **Qualifying mark for individual assessment\*** |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
| **\*Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final.**\*Qualifying mark:** A specified minimum mark that *must* be achieved in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module. |

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| **Reassessment**Please provide details of the reassessment methods used, specifying whether reassessment is eitherstandard reassessment (matches the assessment profile above) or synoptic reassessment. |
| [ ] **Standard reassessment** | [ ] **Synoptic reassessment** |
| Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details) |
| **Sequence** | **Assessment description** | **Assessment type** | **Duration / Length** | **% Weighting** | **Final element of assessment** | **Qualifying mark for individual assessment** |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |

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| **Reading list**Please provide an indicative reading list for the module. This should include key texts and / or journals but should not be an exhaustive list of materials. |
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